



Dalry Primary School

Attendance and Lateness Position Paper

Attendance and lateness are monitored regularly, and interventions put in place as and when necessary.

When reviewing attendance and lateness figures, it is important to check individual attendance summaries to see if there are underlying reasons or specific circumstances which have resulted in a decrease in attendance or an increase in lateness.

Open communication between home and school is key.

Procedures at Dalry:

- On a day-to-day basis, we follow the CEC flowchart to manage pupil absence to ensure we know where pupils are and that they are safe.
- CEC share attendance figures across the city approx. every month and SLT review.
- Attendance of identified children is monitored daily by the admin team and unexplained absence is communicated to the Senior Development Officer who contacts the family to ascertain reason for absence and to discuss supports needed.
- Attendance of all children is monitored daily by the admin team and unexplained absences are followed up by a telephone call or email, if there is no response to a text message.
- Lateness reports are generated weekly and children identified as late twice or more are recorded, then the attendance Lead assesses whether they ask the admin team to send a letter home to parents informing them of this.
- SDO and admin team print Anomalies report every Friday, discuss and follow up with families
- The HT and the SDO meet monthly with the PSO to review list of children who have attendance of <85% and check individual attendance summaries on SEEMIS for those causing concern.
- The SDO also monitors pupil absence <90% monthly. Letters are sent out to identified families with Everyday Counts Leaflet to raise awareness, and parents are invited to speak with the SDO following this.

- Class Teachers are invited to share concerns that may not have been picked up through SEEMIS and are informed of actions arising from the previously mentioned monthly meetings.

When a concern is identified:

- In the first instance, Senior Development Officer will contact the parent to inform them of the concern and discuss how to move forward. They will offer supports from available wellbeing resources (breakfast club, childcare options, financial support). Record on Contact Form and continue to monitor.
- If with the next report attendance has not improved, SDO will contact the parent to arrange a meeting with them, using the Everyday Counts document as a tool. Then make it clear to them that it is likely that a referral will soon have to be made to the EWS team.
- Complete the referral form for Education Wellbeing Services and email to ewsmailbox@ea.edin.sch.uk
- Save all referrals, securely, into the EWB folder and put a copy in the child's blue Wellbeing Folder.

Absence request for exceptional circumstances:

When a family wish to request leave from school for a range of reasons such as a close family wedding, religious observance, reconnecting with wider family in home country etc they should contact the school office to complete a form for authorisation to be considered. As a school we can consider authorising absences for up to 10 school days. For requests longer than 10 days we will pass this onto the Educational Wellbeing Service for consideration, who will contact families directly with their decision. Families are required to give a minimum of 14 days notices unless there is an emergency situation.

Note, this position paper follows the guidance set out in the City of Edinburgh's Attendance and Absence Procedure

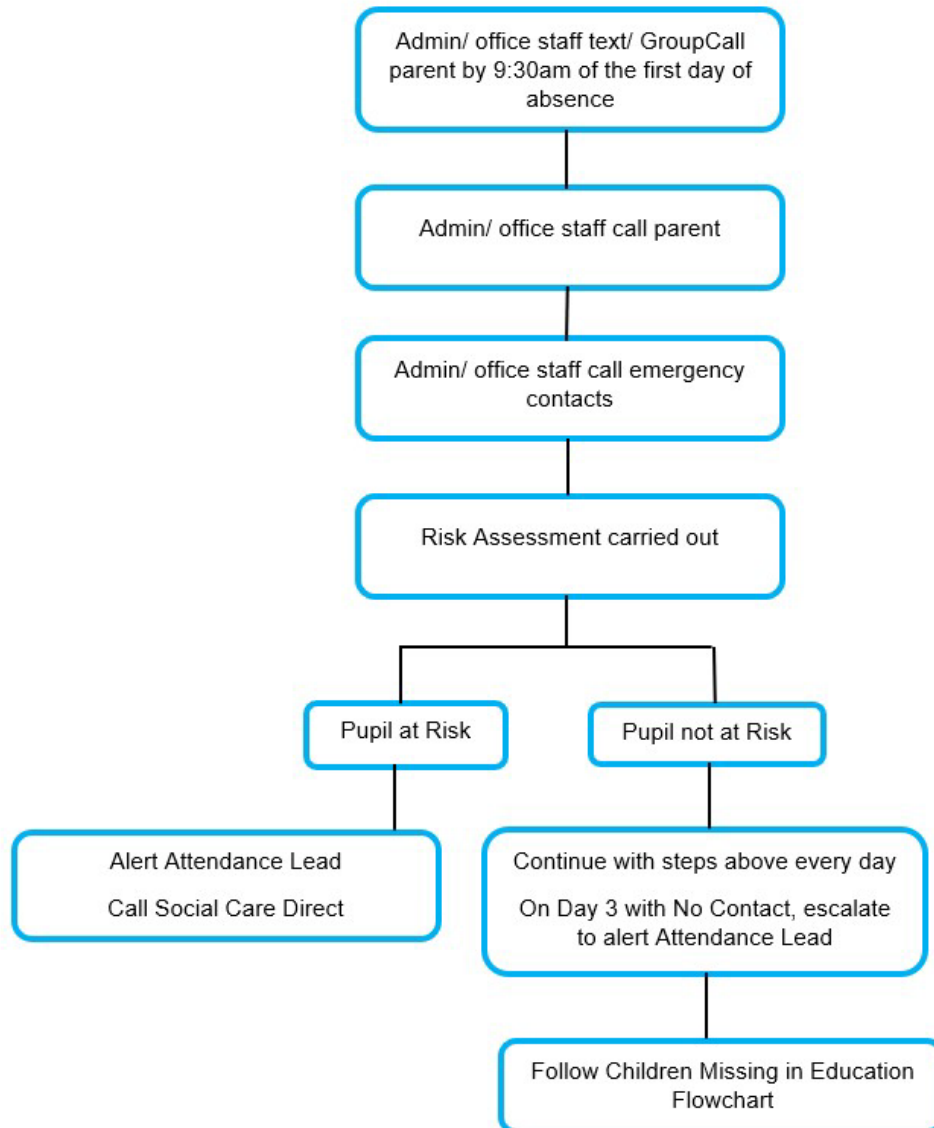
Appendix 1 – City of Edinburgh Flowchart for Unexplained Absences in School

Appendix 2 – Roles and Responsibilities of Staff

Appendix 3 – Template Letters for communication with parents

Appendix 1 – City of Edinburgh Flowchart for Unexplained Absences in School

Unexplained Pupil Absence in Primary School



Appendix 2 – Roles and Responsibilities of Staff

Our Role(s)	Our Responsibility
All Staff	<p>Reinforce importance of coming to school and being on time.</p> <p>Noticing if pupils are absent, missing activities or late.</p> <p>Praising good attendance, particularly of those who we know do not always attend or may often be late in.</p> <p>Never ask a child publicly why they have not been in school or why they are late. There may be a reason for this that the child would feel embarrassed or singled out in saying.</p> <p>Never make any comment to the child that attendance and late-coming is 'their fault'.</p>
School Admin/Office Staff	<p>Warmly welcoming our pupils when arriving late, sympathetically asking for a reason, if appropriate to see if any support is needed.</p> <p>Inform SLT, where appropriate.</p> <p>Communicating with families to confirm the whereabouts of pupils as part of completion of the daily registration processes.</p> <p>Updating SEEMIS with TBC / Medical / Absence information.</p> <p>Follow up phone calls or emails to identified parents and update registers as required. This will be completed by 9.30am each school day.</p> <p>Inform teachers</p>
Teachers	<p>Accurately recording pupil absence and late-coming on registers by 9.00am each morning and after lunch by 1.25pm.</p> <p>Having learner voice centre of learning and ensure pupils have the opportunity to talk privately if they wish to.</p> <p>Discussing attendance with parents and carers, where appropriate, in relation to progress in learning.</p> <p>Inform school SLT of any patterns of attendance or late-coming, especially if this is new or out of character.</p>
Learning Community Pupil Support Officer	<p>Promoting the importance of good attendance across the Tynecastle Learning Community.</p> <p>Meet with all new families who require an Enhanced Enrolment and communicates information to SLT, EAL teacher and class teacher.</p>

	<p>Arrange a four weekly check in with all families who have received an Enhanced Enrolment with a focus on good attendance using the Everyday Counts Tool.</p> <p>Attend monthly attendance meetings and work with identified pupils and their families to improve attendance and punctuality at school.</p> <p>Work with the Tynescastle High School Pupil Support Officer for P7/S1 transition.</p>
SLT/Attendance Lead	<p>Promoting the importance of good attendance across the school and school community.</p> <p>Meet monthly to discuss below 85% and actions and supports that may be required.</p> <p>Constructively inform, communicate and discuss with families about the reasons for absence or late-coming and how the school and partner agencies may be able to help them.</p> <p>Send letters to families below 90% attendance.</p> <p>Maintain records of pupil absence and actions and interventions.</p>